the long and bitter controversy waged between French and English publicists. The essential thing is a comparison between what Napoleon found and what he left among the same peoples, and this proclaims him one of the great social reformers of the world.

In no respect was the work of the Revolution more complete than in regard to education. Royal France had a pompous list of academies, scientific and special schools, universities, colleges, and common schools. Their arrangements were haphazard, their origin and management for the most part were ecclesiastical, and their patronage was strictly ordered by social rank. Primary education, being dependent altogether on the parishes, was in the main contemptible. There were many great scholars and teachers, and a few choice institutions; but the dependence of all on either the royal favor or on the Roman hierarchy, or on both, rendered the measure of their efficiency proportionate to the interest taken in them by crown and church. There was consequently no general system efficacious either in all its parts or even in all branches of one division.

The passion for national unity manifested itself, among other things, in a demand for a system of national education. The great men of the Assembly and of the Convention bent their shoulders to the task. For the first time in the history of the nation it was recognized that after the leveling of classes, the only guarantee for social order in the future was to be found in the education of the masses. Accordingly, they outlined a grand scheme of graded instruction. The foundatioi was popular education by the primary school; then cam< a system of middle or secondary schools; and thei instruction by professional faculties, including a magnificent normal school for the training of teachers, and a polytechnic institution of the first order. The whole